

OFFICE OF DRUG CONTROL POLICY**Statement of Nonpublic School Participation**for Safe and Drug-Free Schools and Communities Act
2001-2002**INSTRUCTIONS:** Complete for each eligible nonpublic school in the applicant district and submit with the application.

| | |
|-----------------------------------------|---------------------------------------------------------------|
| Name of Nonpublic School | Telephone Number |
| Name of Nonpublic School Contact Person | Name of School District in which Nonpublic School is located. |

Nonpublic School Representative: Please check all statements that apply to the 2001-2002 school year and sign below.**PLANNING:**

- ☐ My school has planned or will plan a drug and violence prevention program specifically for our students.
- ☐ My school has participated in planning the Safe and Drug free Schools and Communities Act (SDFSCA) program for the consortium or district. We (nonpublic) will identify the students and/or teachers who will participate in the program.
- ☐ I was invited to participate in planning a program for my students. Consultation should include children's needs, how/what benefits will be provided, and program evaluation. *Education Department General Administrative Regulation (EDGAR) 76.652.*
- ☐ I was NOT invited to participate in planning a program for my students.

PARTICIPATION:

- ☐ My school will be participating in the SDFSCA Program offered by the district or consortium.
- ☐ My school will participate, but access different services and/or materials through the SDFSCA than those being used by the public school or consortium. Administrative direction and control over funds and property shall be maintained by the district or consortium. *EDGAR 76.651.*
- ☐ I desire to participate but I have not received the information necessary to make a decision.
- ☐ My school will not be participating due to philosophical, religious, or other reasons.

Comments/Recommendations:

Name of Nonpublic School Official

Signature

Date

ADDENDUM B

Nonpublic School Participation Form #2

[illegible]

TITLE IV – Safe and Drug-Free Schools and Communities Plan**2001-2002****District/School:****Consortium:****I. NEEDS STATEMENT:****II. MEASURABLE GOAL RELATED TO THE NEEDS STATEMENT ABOVE:****III. RESEARCH-BASED PROGRAMS:**

| Title of Prevention Programs | Program Start Date MM/YY | Type of School (check) | | Grade Level | Category of Research-Based Program (check one) | | | Method of Measurement (see codes at bottom) |
|------------------------------|-----------------------------|---------------------------|------------|-------------|---------------------------------------------------|-----------|----------------|------------------------------------------------|
| | | LEA or PSA | Non-Public | | Effective | Promising | Self-Developed | |
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IV. BRIEF PROGRAM DESCRIPTION: Provide for each of the programs listed above
(Note: if programs do not prove effective a revised plan must be submitted)

IV. EVALUATION METHOD: This goal will be evaluated using initial baseline data with the following methodology
 (use one or more of the measurement codes listed below).

A - Pre/Post Test**B** - Pre/Post Surveys**C** - Pre/Post Data Comparison**D** - Pre/Post Record Review**E** - Other (explain)

ADDENDUM D

Title IV Safe and Drug-Free Schools and Communities Act

PEER REVIEW CHECKLIST

(DO NOT SUBMIT THIS FORM – KEEP ON FILE IN YOUR DISTRICT)

District or Consortium: _____

| <u>CATEGORY</u> | ACCEPTABLE | MODIFICATIONS RECOMMENDED | COMMENTS |
|-------------------------------------------|-------------------|--------------------------------------|-----------------|
| Nonpublic School Participation | | | |
| Advisory Council | | | |
| Program and Community Coordination | | | |
| Needs Assessment | | | |
| Goals and Objectives | | | |
| Research-Based Programs and Strategies | | | |
| Evaluation | | | |
| Violence-Free School Plan | | | |
| Budget Detail | | | |

Reviewer Name: _____ Signature: _____ Date: _____

Coordinator Name: _____ Signature: _____ Date: _____

BUDGET SUMMARY FUNCTION CODE DESCRIPTIONS

Title IV – Safe and Drug Free Schools

| Function Codes | Function Title | Description |
|-----------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 110 | Instruction – Basic Program | Activities designed primarily to prepare pupils for activities as citizens, family members, and workers, includes Pre-School, Elementary, Middle-Junior High and High School. |
| 120 | Instruction – Added Needs | This includes activities for pupils with added needs: special education, compensatory education, vocational education and other added need. |
| 130 | Instruction- Adult/ Continuing Education | Learning experiences designed to develop knowledge and skills to meet educational objectives of adults. Programs include activities to develop the fundamental tools of learning. |
| 210 | Pupil Support Services | Consists of those activities which are designed to assess and improve the well being of pupils and to supplement the teaching process. This includes attendance services, guidance services, health services, psychological services, social work services and other and other pupil support services. |
| 230 | Support Services – General Administration | Consist of those activities concerned with establishing policy, operating schools and the school system, and providing the essential facilities and services for the staff and pupils. This Note: Includes audit costs ONLY if they are not listed in the indirect cost pool. |
| 260 | Operation and Maintenance of Plant | Activities concerned with keeping the physical plant open, comfortable and safe for use, and keeping the grounds, buildings, and equipment in an effective working condition and state of repair. This includes activities of maintaining safety of the building, on the grounds, and all utility expenditures. |
| 270 | Pupil Transportation Services | Includes those activities concerned with the conveyance of pupils between home and school or trips to school activities. |
| 280 | Central Support Services | Activities other than general administration which support each of the other instructional and supporting service programs. This includes planning, research, and administrative information to pupils, staff or the public through direct mailing, news media, or personal contract. Other central services including statistical services are included here. <u>Audit services should not be listed here.</u> |
| 290 | Other Support Services | Activities of any supporting service or classification of services, general in nature, which cannot be classified in the preceding service areas. |
| 300 | Community Services | Community Services consist of those activities that are not directly related to providing education for pupils in a school system. These include services provided by the school system for the community as a whole or some segment of the community. Non-Public School Pupils – Services to pupils attending a school established by an agency other than the stat, which usually is supported primarily by other than public funds are included here. |
| 400 | Outgoing Transfers and Other Transactions | Conduit-type payments to other school districts or administrative units in the state, modifications from one fund to another fund in the school district and other transactions. |

FUNCTION CODE DEFINITIONS

Indirect Costs - are allowable at the discretion of the Department of Education. This represents an approved rate issued by the Department to compensate educational agencies for facility cost and overhead such as maintenance, general administration, audit and fiscal services. Use only the restricted indirect cost rate set for your district.

Capital Outlay – This includes expenditures for the purchase of equipment such as computers, fax machines, VCR equipment, surveillance equipment, etc. This requires prior approval and adequate detail according to E.D.G.A.R.

OBJECT CODE DEFINITIONS

Salaries and Fringes: Includes all salary and employee benefit costs incurred for instruction, support staff, administrator, technical operations and service.

Purchased Services: Professional and technical. (*Contracting*)
Travel and expenses of staff. (*Includes workshops and conferences*)
Pupil Transportation
Communications – telephone, telegraph, mail, postage.
Advertising, printing and binding, tuition.
Repair and maintenance services, rental, other purchased services

Supplies and Materials: Teaching supplies and materials, textbook, computer software, Periodicals, Assessment and evaluation instruments, Other supplies and materials. (*Office supplies, small tools, and miscellaneous*)

Other Expenses: Indirect costs, Dues, Fees, Other

SAMPLE

BUDGET SUMMARY and BUDGET DETAIL

**for
Title IV – Safe and Drug-Free Schools
Applications**

NOTE: The following forms are provided to assist you in completing the Budget Summary (Addendum E) and Budget Detail. Applicants should keep the “sample” on site for future reference.

Principals of Effectiveness GUIDANCE

A. PRINCIPLE I: Conducting a Needs Assessment

Refer to the following information and definitions as you complete your needs assessment.

Objective data: *Data not influenced by emotion, surmise, or personal opinion. This definition is consistent with the U.S. Department of Education’s intent to have districts use concrete information to assess problems and programs.*

While subjective information may play an important part in understanding implementation and other program issues, it is important for districts to use objective data that can form the basis for achieving a consensus on activities and assessing real, measurable progress.

Subjective data *would be data and formation collected in interviews and/or focus groups about teacher or student perceptions.*

Checklist for compliance with Principle I:

A thorough needs assessment should include:

- *an assessment of objective data on youth drug use.*
- *an assessment of objective data on youth violence and safety issues.*
- *the nature of existing efforts to prevent drug use and violence, and*
- *a survey of existing activities that help monitor program success.*

The needs assessment should link directly to the goals and the proposed program.

Data Sources: *The list on page 8 represents a sampling of possible data sources you may use. You are not limited to only data sources or indicators listed. Local community agencies, community public health, regional substance abuse coordinating agencies, and other agencies have a variety of data which may be useful in preparing your response.*

Needs Statement: *These primary needs should form the basis of your 2001-2002 prevention plan AND your measurable goals and objectives. Whatever programs you implement, supporting activities or training you provide, **MUST** be directly linked or derived from this needs statement.*

B. PRINCIPLE II: Setting Measurable Goals & Objectives

Goals should focus on outcomes, (e.g. the change that is expected to occur in the participants as a result of the program.). While process goals, those that measure the number of participants, number of sessions completed, etc., are important to a prevention plan, grantees must provide appropriate outcome goals.

Appropriate outcome goals for SDFSCA funds must focus on attitude and/or behavior change regarding ATOD use and/or violent behavior.

Districts need not develop goals for both drug use and violence prevention if a thorough needs assessment has established a priority for programs designed exclusively to prevent either drug use or violence. This rationale should be provided in the needs assessment summary section.

Measurable goals for programs being implemented and funded with Title IV SDFSCA funds, are required.

Written measurable goals should be:

- *Specific, Measurable, Action oriented, Realistic and Timed,*
- *Inclusive of at least one goal relating to changing youth behavior, and/or attitudes,*
- *on program implementation (process objectives), and*
- *designed for the target population.*

GUIDANCE

C. PRINCIPLE III: Effective Research-Based Programs

Please check your compliance with the following requirements:

- *Program activities are designed to meet goals and objectives.*
- *Programs are selected and activities used are designed to meet the needs identified in the needs assessment.*
- *The programs and activities selected for funding:*
 - *Have demonstrated*
 - *Show promise, or*
 - *Are self developed, based on best practice, and have an evaluation component to evaluate impact on the target population.*

“Effective programs” are research-based programs that have been demonstrated through rigorous and documentation evaluation to be effective in preventing or reducing drug use, violence, or disruptive behavior, or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence.

Districts should take care to be certain that they implement the program in a manner that FAITHFULLY REPLICATES the program as it was originally conceptualized, implemented and tested. Districts must evaluate these programs, locally, as part of their requirements under Principle IV: Evaluation to evaluate effectiveness in their local community.

“Promising programs” are research-based programs that incorporate research-based strategies or approaches which have demonstrated that they reduce drug use or violent behavior or modify attitudes that are predictors of, or precursors to drug use or violent behavior. (see Federal and ODCP list)

To continue to give flexibility in selecting programs and to permit the implementation of locally developed programs that may be effective but have not been rigorously evaluated, districts may choose to implement programs that show promise of being effective.

Districts that choose to implement any program, at the end of no more than 2 years of implementation must be prepared to demonstrate to the Office of Drug Control Policy that the program has been effective in preventing or reducing drug use, violence, or disruptive behavior, or in modifying behaviors or attitudes demonstrated to be precursors to or predictors of drug use or violence. At the end of the 2-year period, districts that cannot meet this test must select another program for implementation or discontinue funding the program with Title IV-SDFSCA funds.

“Self-developed programs” are locally-designed or developed programs which are based on best practice, incorporate effective strategies or approaches AND have an evaluation component to evaluate the impact on the target population.

Unapproved activities: One-time assemblies, events, materials, or training not directly linked to the schools’ needs assessment, program and measurable goals and objectives, are not permitted. That is, all funded programming and activity must be documented in the needs assessment section AND evaluated to determine impact on the problems noted in the needs statement. Further, recreational activities that are not part of a formal after-school program are not permitted.

For further guidance, please refer to the federal Principles of Effectiveness and the ODCP guidance document: Effective Research-Based Programs, Strategies and Approaches dated April 19, 1998.

D. PRINCIPLE IV: Evaluation

Evaluation is the systematic collection and analysis of data needed to make decisions. Periodically, districts will need to examine the program and activities to determine if they are meeting established measurable goals and objectives. The nature and extent of such evaluation activities will vary, and should be selected after considering the methods that are appropriate and feasible to measure success of a particular intervention.

The Principles of Effectiveness can be thought of as a circular process, beginning with needs assessment. Each step should build on the results from the prior step and use that information to develop plans for implementing the next step in this circular process. After assessing needs, deciding on goals, and implementing a program, the fourth Principle requires districts to determine how successful their activities have been at meeting the established goals, and to use that evaluation information as part of a continuing improvement process.

The Office of Drug Control Policy will review evaluation results which are submitted at the end of the school year along with the year-end report. Evaluation activities are allowable expenses under Title IV-SDFSCA.

Compliance questions:

The district shall conduct process/formative assessment activities, such as the following:

- *Documenting program activities, numbers of individuals served, etc.*
- *Surveys collected from participants at the end of services regarding their impressions of quality.*
- *Monitoring of program activities to determine that they were implemented as intended.*
- *Other information as needed.*

The district will conduct outcome/impact assessment activities, such as the following:

- *Administer pre- and post-tests to measure change in behaviors and attitudes.*
- *Monitor programs/activities to determine that they were successful in terms of stated goals.*
- *Other information as needed*

The Advisory Council should review goal attainment at regular intervals based on the information collected above.